February 2009

USOE

H Q T Requirements

SASSIE NEWS

Revised R277-510, Effective Date: March 10, 2009

Secondary Special Education Teachers Teaching Core Content to Special Education Students: Procedures have been updated in January 2009 in anticipation of the revised R277-510, effective date of March 10, 2009. Please see additional Overview, Worksheet, & instructions in the USEAM folder.

All Teachers must have a Bachelors degree and a Utah Special Education License.

Teachers must then meet the NCLB Core content requirements for their assignment by

- A. Content Major/equivalent, OR
- B. Passing score on an approved content test OR
- C. Special education teachers in grades 7-12 can also demonstrate competence through the Multiple Subject Extended Framework which includes experience, college coursework, professional development, and previous subject matter competence.

Questions? Contact: Bruce Schroeder bruce.schroeder@schools.utah. gov or 801-538-7580

2009 Elementary Core Academy

2009 Elementary Core Academy Update & Opportunities

The Core Academy has gone through some changes the past few months and these changes affect the Core Academy for the summer of 2009.

- Special Education teachers attending the Core Academy will have the opportunity to do so on scholarship. The scholarship will pay the \$180.00 registration fee.
- First come/first serve basis.
 Registration is from February 2- April 6, 2009. Special Educators interested may register at the following website www.schools.utah.gov/curr/Core Academy
- Special Educators must pick a grade level, K-6. Due to budget cuts special educators can't "bounce" around to different grade levels.

For those Special Educators who attend, there may be an opportunity in the future to be considered as a presenter.

Why might a Special Educator be interested in attending a Core Academy session?

 80% or more of students with disabilities are receiving their core instruction in math and

2009 Elementary Core Academy

(Continued from previous column)

science in general education.

- Core Academy helps Special Education teachers support students with disabilities in the areas of math and science.
- Teachers get some free "goodies" to help with instruction.
- A great opportunity to share experiences with general education peers.



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Excellence: High performing students taught by highly skilled and highly prepared teachers within a high performing system.

Janet's Rtl Corner

Why Worry About Fidelity of implementations?

Fidelity of implementation of interventions and instruction:

- Ensures all components of interventions/instruction implemented and delivered as intended.
- All staff must understand what is required and included when providing interventions/instruction.
- Staff must be assured that a fidelity process is one of observation and feedback, NOT evaluation.

Benefits of fidelity of implementation:

- Increased program credibility.
- More consistent student outcomes.
- More accurate data.
- Increased staff motivation.
- Fidelity of implementation continues to improve.

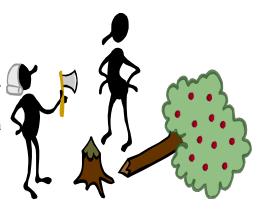
Please check the flyer in your folder for conference details on **Ensuring Fidelity**. A block of rooms has been set aside at the Airport Hilton until February 19, 2009. Special Education will pay for rooms with double occupancy. **Due to limited space there is a limit of 5 members to a team.**



3 Tier Document for Math

Currently a committee is working on a 3 Tier document for math.

The tentative date for publication is Fall '09.



NEEDED: Individual for Test Review Committee.

Qualifications:

- Needs to have a strong psychometric background
- Permission to leave their district one day a month
- Can be a school psychologist, speech/language pathologist or a special educator

Special Education Directors please contact Janet Gibbs if you have a person in mind or need further information.

janet.gibbs@schools.utah.gov 801-538-7716



A brief reminder regarding parent request for a special education evaluation.

On pg 25 of the SLD eligibility guideline manual, it states "A parental request for referral cannot be denied solely because a student has not completed a set number of interventions or a prereferral process." It doesn't matter what method the LEA as identified as part of SLD eligibility determination, a parent may make a request for special education evaluation at any point in time

LEAs respond in accordance with Utah's State Special Education Rules (II.C.(§300.300))

IEP Team Membership

The IDEA requires that IEP teams include required team members as specified under 300.321, as well as other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate, at the discretion of the parent or LEA. However, a good practice is to ensure the involvement of any special education/related service providers who may be providing services for the student through an invitation to the IEP meeting.



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Susan's Transition Tidbits

Age-appropriate Transition Assessments

IDEA 2004 requires that the IEP include "appropriate measurable postsecondary goals...based upon ageappropriate transition assessments..." In response to requests to define transition assessments as formal evaluations or competency assessments, OSEP stated, in part, that

".... the specific transition assessments used to determine measureable postsecondary goals will depend on the individual needs of the child, and are, therefore, best left to States and districts to determine on an individual basis."

(Federal Register, Vol. 71, No. 156, pg 46667).

This has been a challenge to many special educators who would like to have <u>THE</u> transition assessment that would be appropriate to use for all students, just as "standard" assessments, e.g. Woodcock Johnson III, WISC3, SIBS, have been used as part of the evaluation process for eligibility.

The following is a partial list of information about transition assessments to help educators in their search for appropriate assessments for individual students:

Age Appropriate Transition Assessment Guide

www.nsttac.org/ proucts and resources/ tag.aspx

Transition Assessment Annotated Bibliography

www.nsttac.org/ products and resources/ TransitionAssessmentAnnotatedBibliography.aspx

Also available at

www.proedinc.com are three informal assessments: Informal Assessments for Career Planning; Employment; and Career Planning, and Independent Living and Community Participation. Each book contains informal assessments such as checklists and student self-assessments, that may be reproduced as needed.



tedi for C to B

NEW Database



What: T ransition from

E arly intervention (Part C to Part B)

D atabase

I nput systems

TEDI will provide all the data that is required for federal reporting on students who transition from Part C (early intervention) to Part B (preschool programs)

tedi for C to B

(Continued from previous column)

Benefits:

- The new database will provide students and families with a smooth transition from Early Intervention into preschool.
- This system allows Part B to see students' demographic information as soon as they are entered into Part C system without additional paperwork.
- This will allow for Part B programs to plan in advance for the number of evaluations coming up.
- It provides a method to account for all students transitioning from Part C to Part B.
- It will drastically cut the amount of time to write the end of the year transition report.
- Students will get SSID numbers in Part C which will allow them into the Goalview system earlier.

When: There has been a delay in activating the system. We hope that it will be up soon. Preschool Coordinators will be notified as soon as the system goes live.

Questions: If you have any questions about the system please call Connie Nink at 801-538-7948 or email connie.nink@schools.utah.gov



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Wendy Carver Speaks Out on Assessment



Reminders for the 2009 Criterion-Referenced Tests (CRT):

Computer-Based Tests (CBT)

Read Aloud: To ensure all students in a school receive the same form, the accommodation must be marked prior to the student logging into the test if a student receives:

- Directions and/or questions read aloud,
- Directions and/or questions signed or
- Directions and/or questions for oral translation.

Read Aloud:

- CRT Math and Science: Passages, questions, and options may be read aloud in English
- CRT Elementary and Secondary Language Arts: Only instructions on identified passages, questions, and options may be read aloud. These instructions will be available to LEAs prior to testing.

Signed

- CRT Math and Science: Passages, questions, and options may be signed.
- CRT Elementary and Secondary Language Arts: Only instructions on identified passages, questions, and options may be read aloud. These instructions will be available to LEAs prior to testing.

Oral Translation

 CRT Math: Those students who have received oral translation during math instruction may also receive oral translation during as-

- sessment in math. Passages, questions, options, and USOE-translated formulas/math reference sheets may be used (ELL—Allowed for levels P, E, I as determined by ELL team).
- CRT Science: Those students who have received oral translation during science instruction may also receive oral translation during assessment in science. Passages, questions, and options may be translated (ELL—Allowed for levels P, E, I as determined by ELL team).
- CRT Elementary and Secondary Language Arts: Reading passages, questions, and options may not be translated.

CBT Access to Test Content

- Specific instructions will be provided to allow the teacher on screen access to tests to facilitate read aloud, signed and oral translation accommodations.
- If the LEA chooses not to use the on screen access, the LEA can still read over the student's shoulder.

Calculator

- Any student may use his/her own calculator as long as it is equivalent to a Texas Instruments 89 or below.
- Elementary: Students with the calculator accommodation will need to bring their own calculators for the noncalculator sections of the CBT assessment.
- Secondary: There are no non-calculator sections.

Visual & Graphic Organizers

 These accommodations only provide a student with a blank sheet of paper or blank graph paper for assessment.

Paper-Based Tests/Computer-Based Tests

- If all students in a subject and a grade are being assessed via the computer, paper-based tests are an accommodation only available to students with disabilities and students on Section 504 plans.
- The PBT form must be requested during the ordering window or the LEA will bear the cost of production of the forms.

Out-of-Level Assessment

- In 2008 there were 4,717 out-of-level assessments in Utah. There were 2,083 in special education and 2,634 in general education.
- Congratulations to Rich School District and 30 charter schools for no out-oflevel assessments.
- The most widespread use of out-of-level tests involves 9th graders taking prealgebra.
- High school students taking language arts in one grade lower such as a 10th grader taking 9th grade language arts occurs frequently.
- Eighth graders taking math 7 are also common.
- There are very few out-oflevel tests in science.



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Upcoming Events

February, 2009

49th International Learning Disabilities Conference. Volunteers are needed for the 49th International Learning Disabilities Conference being held in Salt Lake City, Utah.

For information regarding volunteering please contact Gaylia @ 801-446-0377 See flyer in folder for additional information.

February 11-13, 2009

UAAACT Conference

February 27, 2009

Charter School Roundtable—Autism, Part I: Introduction to Autism 9:00 am—Noon Contact: sheri.johnson@schools.ut ah.gov

Charter School Roundtable—Autism, Part II: Implementation of Strategies for Autism 1:00 pm— 3:00 pm Contact: sheri.johnson@schools.ut ah.gov

March 5-6, 2009

USHA Conference

March 6, 2009

Charter School Roundtable—*CRT Accommodations* 1:00 pm—4:00 pm Contact:

sheri.johnson@schools.ut ah.gov

March 9, 2009

Ensuring Fidelity of Intervention Implementation— Dr. Jeffery Braden, Interim Dean, College of Humanities and Social Sciences, Raleigh, NC

7:30 am-3:30 pm

Registration available on line. See the flyer in your USEAM packet. For further information contact: janet.gibbs@schools.utah.gov or 801-538-7716.

March 11-12, 2009 Disabilities Studies Forum
Sponsored by the University of Utah. (See flyer in USEAM packet.) for more information contact: cathy.chambless@cppa.ut ah.edu or 801-585-0371

March 19-20, 2009

Transition Institute: Universal Design for Transition Colleen A. Thoma, Ph.D. and LaRon Scott, M.Ed. Presenting. (Flyer in USEAM packet.) Contact: Rebecca.lewis@schools.uta

h.gov or 810-538-7874

March 19, 2009

FYI: At our March USEAM meeting, Marilyn Likins. Bruce Schroeder and Peggy Milligan will talk about professional development opportunities for paraprofessionals in our State. We will disseminate a paraeducator handbook you can use to prepare and train paraeducators to serve students with disabilities. It will address roles and responsibilities of paraeducators and their supervisors, discuss ways administrators can support their teacher/paraeducator teams, and provide ideas and strategies related to classroom management, instruction, and communication.

March 20, 2009

Recruitment Fair & District Showcase

6:00 p.m. to 8:30 p.m. Murray High School 5440 S State, Murray UT Showcase your district, impress potential employees, make student contacts.

Registration due: March 6, 2009. Contact: Steve Hirase-

shirase@murrayschools.or

April 10, 2009

New Directors' Meeting Time and Place TBD

April 24 & 25, 2009

Educational Interpreter Performance Assessment Testing (EIPA) School Year 2008-2009. Testing will be held twice in Utah. To register for EIPA, go to

www.rrfcnetwork.org/ mprrc/ask12 Click on EIPA Registration and follow the directions. See the flyer included in your binder. Note: Registration closes 30 days prior to the testing date.

April 30-May 2, 2009 2009 Annual Paraeducators' Conference See the flyer in your USEAM Packet

2009 Utah Law Conference

Utah's 2009 Law Conference is scheduled for August 5th and 6th or 4th, 5th, 6th if a preconference session is included. Planning is now underway. Please submit suggestions for topics to Lisa Arbogast by email at lisa.arbogast@schools.utah.gov

Summer 2009

Elementary Core Academy.

Special Educators who are interested may register at: www.schools.utah.gove/curr/Core_Academy

March 18-19, 2009 Spring Conference U-CASE Consortium USEAM

Radisson Salt Lake City Downtown 801-531-7500

Please make your own room reservations. Be sure to mention the "Office of Education Special Education Administrators" to get the State rate for your room. The block of rooms will be released on February 15, 2009, so make your reservation now.

For more information, see the flyers in your USEAM packet.



DID YOU KNOW?

Did you know that a valuable source of information and guidance on a variety of topics designed to support and enhance Utah's paraprofessional workforce can be found on USOE's website http:// www.schools.utah.gov/sars and at www.utahparas.org. The Utah Paraeducator website provides key information about state standards, training opportunities, key legislation, and upcoming conferences. Find the flier in your folder for more information.